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CHARLOTTE TEACCH CLASSROOM TRAINING

STUDENT SKILL FORM: PRE-INFORMATION FOR TRAINING

Filename: STUSKILL

Revision Date: March 2013

NAME: Madison S DOB: AGE: 3-0

EDUCATIONAL PLACEMENT: Preschool classroom in both public and private school settings

INTERESTS & HOBBIES

1. String, slinky, yarn – things that dangle
2. Musical toys, especially with flashing lights
3. Videos – her favorites are anything Disney
4. Sand, rice, or small materials that can be “sifted”

DESCRIBE IN DETAIL CHILD’S ABILITIES IN THE SKILL AREAS LISTED IN THE BOXES BELOW;
PLEASE BE SPECIFIC IN TERMS OF WHAT CHILD CAN AND CANNOT DO:

SKILL AREA: COLORS/SHAPES

DESCRIPTION OF SKILLS: Madison has no recognition of colors or shapes; she can neither sort nor match them. She can complete a 2-shape forced sort (circle and square), but only with about 60% accuracy. This task is hard and frustrating for her.

SKILL AREA: PUZZLES/BLOCKS

DESCRIPTION OF SKILLS: Puzzles is an area of strength for Madison – though she cannot sort shapes, she can complete a 6-shape inset puzzle without help. Interlocking puzzles are too hard. She can stack large plastic blocks, but smaller blocks go into her mouth. Her fine motor skills are not developed enough to manipulate smaller blocks successfully.

SKILL AREA: ASSEMBLY/DISASSEMBLY

DESCRIPTION OF SKILLS: She can disassemble 2-piece materials (e.g., toothbrush holders) or pull apart materials (e.g., pop beads) which do not require much strength or manipulation. She is just beginning to put box tops on shoe boxes; snap-on lids require too much motor organization and physical strength. She does best with put-ins and is able to do a variety of such tasks on her own (e.g., tennis balls in a tube, plastic eggs in an egg carton, and shoes in a shoe box).

SKILL AREA: PICTURES (E.G., LINE DRAWINGS, PHOTOGRAPHS, ETC.) Please describe child’s understanding of pictures, ability to use pictures spontaneously in communication, preference for line drawings over photographs, etc.

DESCRIPTION OF SKILLS: She does not appear to understand or show interest in pictures of any kind. She can reach for actual food containers or wrappers which have logos on them, but when those logos are put on cards, they seem to lose their meaning.

SKILL AREA: ACADEMIC/CONCEPTUAL (Please describe skills in reading, math, writing, or any other academic area of importance.)

DESCRIPTION OF SKILLS: Madison's development is largely on a pre-academic level. She is working on one-to-one correspondence, marking with a marker, and scooping sand or rice into a container. Her parents want her to read, so she has been working on letter matching and letter recognition. Without rudimentary matching skills, this has been largely unsuccessful. She is learning to stay at a table to complete her work. The finish box seems to make sense to her. She is not yet clear that she has to finish the work before putting materials into the finish box though!

SKILL AREA: HOUSEHOLD AND/OR DOMESTIC

DESCRIPTION OF SKILLS: She is working on undressing, throwing away her trash, and using her napkin at snack and lunch. All these skills still require maximum physical prompt, often hand-over hand.

SKILL AREA: TOILETING AND HYGIENE

DESCRIPTION OF SKILLS: She is not toilet trained though she is on a fairly frequent schedule of being taken to the bathroom. She is willing to go to the bathroom, but will not sit on the toilet for any length of time. She actively resists attempts to wash her face, brush her teeth, or brush her hair.

SKILL AREA: EATING

DESCRIPTION OF SKILLS: She eats mostly finger foods and food represents her greatest motivator. She is an extremely picky eater and will eat only a few foods. She likes crunchy foods like potato chips and Doritos and much prefers salty to sweet things. She will touch the actual food containers or wrappers in the teacher's presence. When teacher is not around, however, she will simply grab what she wants. She will tantrum if her preferred foods are not available, so her mother sends her a special lunch each day. She does not use a napkin or utensils independently. She is a messy eater, but she loves her food! If what she wants is available, she will sit happily at lunch or snack for long periods (up to 30 minutes).

SKILL AREA: OTHER SELF-HELP (E.G., BATHING, DRESSING)

DESCRIPTION OF SKILLS: She loves bath time because she likes being in water, but she hates being washed or having her hair washed or brushed. As noted, brushing her teeth is also a problem. She has to be supervised when taking a bath because she will drink the bath water and eat the soap. She also will play in and/or drink from the toilet bowl if left unsupervised. Anything that could be drunk or eaten must be kept out of her reach. She does not understand what's safe and what's not.

SKILL AREA: RECREATION/LEISURE

DESCRIPTION OF SKILLS: When left to her own devices, she enjoys dangling string, sifting loose material, chewing and eating materials, and rapidly flipping the pages of magazines. Her favorite leisure activities are lying on her back and watching a ceiling fan and watching sunbeams on her hands and legs on a sunny day. Most toys are used for sensory stimulation. With assistance, she will briefly roll a ball back and forth and roll matchbox cars down a chute. She really enjoys the trampoline.

SKILL AREA: COMMUNICATION

How do you communicate with child? Her understanding of verbal language is limited to a few single word commands which she responds to inconsistently. Most communication is done by taking her hand and showing her what she is to do or where she is to go. She understands some objects receptively.

How does child communicate with you when not prompted? What will child communicate for? It's limited. She will mostly tantrum or fuss until someone comes to her. She will touch food containers to indicate food preferences. She will communicate for food and string; she reacts loudly when she is bothered by other kids or when her routine is changed.

What augmentative devices are used (if any)? Currently, teachers are trying the use of objects, but with only minimal success.

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DESCRIPTION OF COMMUNICATION SKILLS: Communication skills are limited. She does best at snack as noted above. She has many reactions to many things, but it is not always clear if these are communication attempts.
SKILL AREA: INDEPENDENCE (HOW MUCH DOES HE/SHE DO ON HIS/HER OWN?)
How long will he/she work without cues? Very briefly – 15 to 30 seconds.
What tasks hold his/her attention? Some put-ins.
DESCRIPTION OF SKILLS: She requires one-to-one instruction for the most part. She is highly distractible and uses materials inappropriately if not supervised.
SKILL AREA: LEARNING STYLE
Describe attention span: Very short for most things besides food, string, and videos.
Describe organizational skills: All tasks have to be organized and anchored.
Describe task endurance: It's improving. She likes cause and effect.
Describe level of self control while working: She requires one-to-one instruction or supervision at all times.
Describe reaction to teacher demand/intrusion: Teaching is difficult. She reacts to new materials and to attempts to show her how to use them. She will strike out and throw materials sometimes.
Describe motivation to complete work: At this point, low but continuing to assess her interests.
SKILL AREA: BEHAVIORAL
Describe all difficult behaviors: She resists intrusion and redirection. She reacts to change and anything new. She reacts when people get in her space. We cannot leave her alone in the play area with the other children. Tantrums can range from brief screams to aggression and destruction that goes on for as long as 45 minutes sometimes.
How frequently do these behaviors occur? 4 to 6 times a day.
What triggers difficult behaviors? See above.
How behaviors are typically managed? Try to rectify situation or move away from her and let her calm down. Try to prepare her for change, but it's hard because of her communication problems.
How does s/he react to over stimulation (e.g., too many people, too much noise)? Tantrums as described, tries to run away.
Is s/he easily calmed once upset? Sometimes.
Other comments re behavior: She is a sweet child as long as things are organized and predictable. She is hard because her temper can change quickly over things we're not aware of.
PERTINENT MEDICAL INFORMATION
Medications: Prozac prescribed by a neurologist. Parents have seen some calming, but nothing significant.
Allergies: None
Unusual Sensory Responses: She is a "sensory bound" child who can get deeply involved in anything that attracts her tactile, visual, auditory, taste, and smell.
Other Medical conditions: She has staring spells that are to interrupt. Her neurologist is investigating the possibility of seizures.
Other Pertinent Information: She is a hyperactive, impulsive, and "reactive" child who requires constant supervision. She sleeps little, so her parents are worn out. They are in desperate need of support and help. Her most recent assessment revealed that she is significantly cognitively delayed and parents are having real trouble accepting this probable part of the diagnosis.

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